U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mrs. Michelle Sincerbox

Official School Name: Glenn Curtiss Memorial School

School Mailing Address:
8272 Main Street Ext.
Hammondsport, NY 14840-0368

County: Steuben State School Code Number*: 572901040000

Telephone: (607) 569-5200 Fax: (607) 569-5212

Web site/URL: www.hammondsportcsd.org E-mail: msincerbox@hport.wnyric.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Kyle Bower

District Name: Hammondsport CSD Tel: (607) 569-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. James Zimar

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
	Middle/Junior high schools
1	High schools
	K-12 schools
2	**TOTAL**

2. District Per Pupil Expenditure: 19127

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	7	20	**6**	23	22	45
K	15	11	26	**7**			0
1	17	16	33	**8**			0
2	16	17	33	**9**			0
3	20	15	35	**10**			0
4	21	21	42	**11**			0
5	23	16	39	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					273

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
2	% Black or African American
2	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
91	% White
3	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	275
(5)	Total transferred students in row (3) divided by total students in row (4).	0.084
(6)	Amount in row (5) multiplied by 100.	8.364

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 144

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	1	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
2	Emotional Disturbance	10	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	15	0
Special resource teachers/specialists	7	0
Paraprofessionals	9	0
Support staff	3	0
Total number	35	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **18 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	97%	97%	97%
Daily teacher attendance	97%	96%	97%	98%	96%
Teacher turnover rate	8%	17%	13%	19%	16%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

From 2004-2008 Glenn Curtiss Elementary lost the majority of their teachers through retirements. Several teaching positions went unfilled due to declining enrollment while others were replaced.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Hammondsport Central School District is a rural district of approximately 533 students with 276 enrolled at Glenn Curtiss Memorial Elementary. The Elementary school shares the District Mission as, “a high performing unique learning community that provides a dynamic quality education to a close-knit diverse population and ensuring all students are prepared to compete in an ever changing global society by challenging each student through superior, innovative educational opportunities while promoting responsible citizenship through strong character and moral development.”

Glenn Curtiss Elementary is committed to the current inclusion model for students with disabilities which began in 2001. We have undertaken a complete integration of students who had previously been placed outside of our district into the district’s own programs. Collaboration between general and special education teachers became sacred in the school as staff believes all students can learn in the general education setting through co-teaching and differentiation. Collegial collaboration occurs by creating teams and providing time each week for grade level and multi-grade level meetings. During these times, curriculum, instruction and student needs are discussed, planned and implemented for all areas of the curricula with all grade level teachers, special education teachers, and Title I teachers.

Our school community believes that everyone is entitled to and responsible for a safe, supportive learning environment at Glenn Curtiss. The elementary school works to build character, confidence, and community for our students. The LAKERS Motto is touched upon regularly throughout each day. This motto represents the importance of Learning, Attitude, Kindness and Respect, Enjoyment of school, Responsibility and Safety. The LAKERS motto is hung throughout the building and in every classroom. Students are chosen as Leading Lakers each week based on those attributes. Their picture is posted, the student's name is listed on the sign outside the elementary building, each student receives a free book donated by our Parent Teacher Organization and an end of year celebration is given for students and parents. Glenn Curtiss Elementary knows that good character education raises the achievement of students.

Glenn Curtiss Elementary is committed to providing a highly motivating learning environment to ensure all students meet or exceed the New York State Learning Standards in all areas. Although it is a small school, it continues to provide an environment rich in educational and social offerings. It provides not only highly effective core content, but also opportunities for a well rounded education including course work in art, music, library, and computer. Extra options such as band, jazz band, chorus, Student Council, garden, computer, athletic and sign language clubs enhance our programs. In order to prepare students for the future, the school stays abreast of the global society in which we live by keeping our staff and students highly versed in technology. Tanberg units are available for video conferencing and virtual field trips. Elementary classrooms have computer workstations, Netbooks, laptops and either a Smart board, Poly Vision Eno, or Interwrite board and projector available to enhance and assist in differentiating instruction.

The parents, faculty and staff are very supportive of the needs of our school community. When a family has the need for clothing, housing, or medical needs they contribute as a group to assist. A “Celebration of Giving” is organized by our Student Council each year where the students and staff put together donations for different organizations in need and then have a ceremony celebrating these donations. This year our students proudly donated over six hundred dollars to St. Jude’s Children’s Hospital through a penny drive. The Parent Teacher Organization organizes Book Fairs, Science Fairs, and Reading Festivals yearly that the entire school community looks forward to.

Our school has gone through a period of transition over the last several years in size and in population. It has always been our focus on the quality of the daily interaction between educators and students that has helped us reach our success and our continued focus will keep us there.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The New York State assessments for ELA and Math were first administered in January 1999 to fourth and eighth grade students. Since 2005 the assessments have been administered to all students in grades 3-8. For more information regarding the assessments please visit the New York State Education Department website at www.emsc.nysed.gov/3-8.

These assessments challenge students to meet the New York State learning standards to read, write, listen, understand, and apply information for ELA, Math, Social Studies and Science. The assessments categorize students into four levels as follows:

- Level 1- Not meeting the learning standards
- Level 2- Partially meeting the learning standards
- Level 3- Meeting the learning standards
- Level 4- Meeting the learning standards with distinction

Trend data from the NYS Mathematics assessments demonstrates that Curtiss Elementary continues to do very well in improving the proficiency of students at all levels. The Economically Disadvantaged subgroup results in 2005-06 compared to the results in 2008-09 in grades 5 and 6 shows an improvement of 19% and 32% respectively during that time. The 3rd grade results have remained consistent at approximately 100% over that same period. In 2008-09 at the 3rd grade level, 100% of students scored a level 3 or 4, 88% at the 4th grade level, 98% at the 5th grade level, and 94 % at the 6th grade level. The district is proud of its progress in this area since this subgroup has increased in number of students significantly in recent years.

Results from the NYS ELA assessments indicate continued growth at all grade levels at Curtiss Elementary. In 2008-09 at the 3rd grade level, 82% of our students scored a level 3 or 4, 72% at the 4th grade level, 89% at the 5th grade level and 89% at the 6th grade level. Students in the Economically Disadvantaged subgroup have made significant gains in their performance relative to level 3 or 4 over time. Between 2005-06 and 2008-09 the percentage of students scoring at a level 3 or 4 has increased from 65% to 89% in 3rd grade, 57% to 63% in 4th grade, 33% to 78% in 5th grade and 55% to 85% in 6th grade. Trend data from the NYS ELA assessments demonstrates marked improvement in ELA results at all levels in recent years.

2. **Using Assessment Results:**

Each year following the administration of the State assessments, grade level teams review the data provided by the assessments to revise their instruction and help meet the needs of those failing to meet the standards with distinction. The data is initially used to determine which students will be provided Academic Intervention Services. All students tentatively scoring a 1 or 2 receive these services immediately. We do not wait until official scoring is done and reported back to us before we begin to provide services. Teachers or parents may also recommend AIS for their student. A referral is made that outlines the strengths and weaknesses of a student as well as any pertinent data necessary to make a determination. The Child Study Team meets to discuss the referral and to generate ideas. The team then follows up with a meeting at a later time, usually a month later, to discuss how the ideas worked.

Teachers are provided with student data before students even enter their classrooms. In combination with local data, the NYS assessment data identifies strengths and weaknesses that help to target instruction to allow for a better use of providers and time. Students are also monitored through baseline and unit benchmark assessments through our local reading program, Running Records, as well as diagnostic assessments and progress monitoring for early grades. AIS and Special Education teachers use individualized assessments to determine goals for such students and to assist in guiding instruction. All students are categorized into four Tiers for services. Tier 1 being a need for scientifically based classroom instruction, Tier 2 and 3 includes core and supplemental instruction plus additional support as needed and Tier 4 being intensive need for one on one instruction and progress monitoring weekly. AIS is provided both in and out of the classrooms depending upon the level of need as determined by current levels of performance.

Grade level teachers and support staff meet weekly throughout the school year to discuss instructional methods and needs for each area of content based on assessment data. Multi-grade level teams meet at least quarterly to discuss issues of curriculum and assessment alignment as well as student performance.

3. **Communicating Assessment Results:**

In order to make data driven decisions, data needs to be communicated and explained as it is received. At Glenn Curtiss Elementary we use assessment data constantly to monitor on-going progress, but we also make this data visible and public. The strengths and weaknesses found in our assessment results are used to determine any need for change and are a factor when making all decisions.

The district assessment information is presented to the Board of Education each year in public forum. Comparisons are made with past years performance to monitor progress. Goals are set for each building principal based on this information. Beginning this year, these goals are reported on and monitored at each and every Board of Education meeting.

Teachers have access to information through faculty meetings, grade level meetings as well as following the scoring of all assessments. Teachers are given time to prepare and present information about the data to the rest of the faculty. Also through multi-grade level meetings teachers may discuss the results and determine what changes need to be made in curriculum from grade to grade. Glenn Curtiss Elementary operates under the idea that it is the work of every grade level to increase achievement of students not just the grade level for which the assessment is intended.

Sharing data consistently and clearly to staff, the Board of Education, parents and community members throughout the year is our first priority. Sharing data helps Glenn Curtiss Elementary make any necessary changes as well as celebrate our successes.

4. **Sharing Success:**

Glenn Curtiss Elementary stands firm that assessment data identifies areas of need as well as areas of success. With this said, the data is proudly shared with faculty, students, parents and community members as well as the Board of Education. For faculty members, the successes are shared through monthly faculty meetings and grade level meetings as well as through weekly team meetings.

For parents and community members, the New York State School Report Card is posted on the school website and is communicated through area and local newspapers. One local newspaper, The Corning Leader, publicizes our results yearly with comparison data of all the neighboring districts. These results are discussed and shared at county wide principal's meetings where area principals meet and discuss the results and share best practices. Detailed school report card data, as well as building and district data, are published monthly in the school newsletter the Laker Lines. The Laker Lines is mailed monthly to all households in the

Hammondsport school District. All current and previous issues of the Laker Lines can be viewed on the District website www.hammondsportcsd.org.

The elementary principal holds a parent advisory meeting each month. This evening meeting allows parents to meet and hear about the goals of the building as well as ask questions and assist in building our elementary programs.

Being a small, rural district, word of mouth is a critical component of sharing success. The Parent Advisory group, Parent Teacher Organization, and the Strategic Planning teams are comprised of multiple community stakeholders that are eager to share the successes of Curtiss Elementary. Glenn H. Curtiss Elementary is a source of pride in the community and our success represents success for the entire community and the ongoing support it provides for our mission.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

At Glenn H. Curtiss Elementary, the curricula are viewed as a dynamic continuum that is meant to maximize the potential of each individual student. Using the New York State Learning Standards as a framework, we work hard to individualize daily instruction to meet the needs and learning styles of all students while administering a rigorous course of study in all content areas. All grade levels have developed common assessments to measure learning and common curriculum maps to guide their instructional journey through each content area.

The English Language Arts curriculum provides a structured balance between the elements of reading, writing, listening and speaking. To build a strong foundation of phonics and phonemic awareness, our Early Literacy Program utilizes components from the Assured Readiness for Learning program to establish both visual and auditory discrimination and a common language of instruction. We balance this reading program with consistent, ongoing instruction in vocabulary development, fluency, and comprehension strategies. Our students progress through a rigorous curriculum in reading and writing that exposes them to all genres and forms during each year of instruction. Teachers have been trained in 6 + 1 Writing, Readers and Writers Workshop and differentiated instruction strategies. Given these tools, teachers focus on the needs of our students and are able to use strategies that are most effective.

The math curriculum maintains a balance between the need for computation proficiency and the ability to apply problem solving strategies with automaticity. A strong foundation is developed in number sense and operations through a balance of hands on activities and direct instruction. Students are introduced to a progressive, sequential problem solving strategy in the Primary grades and it is supplemented yearly as proficiency is gained. This common problem solving strategy allows our students to focus on the task at hand and gives our teachers a common process to implement and support as students deal with more difficult concepts.

The science program at the elementary level follows the NYS Learning Standards in Science through a combination of hands-on and inquiry based learning. Hands on units of study are used at each grade level to facilitate active science investigation in the areas of physical science and living environment. The scientific method is introduced in Kindergarten and used as the foundation for experimentation and problem solving as students move through the program. Field trips to the nearby Ithaca Science Center and Fish Hatchery, guest speakers, as well as virtual tours of aquariums etc. add dimension to the science curriculum.

In Social Studies, detailed grade level curriculum maps are in place that balance key concepts such as civics, citizenship, and diversity with the study of self, family, communities, New York State and Western and Eastern Hemisphere. Emphasis is placed on the role of the individual within the context of what is studied to highlight themes such as culture, technology, and diversity. Curtiss Elementary named for the inventor of Naval Aviation, Glenn H. Curtiss, has open access to the nearby Curtiss Museum. Our students participate in a variety of museum activities each year including archaeological digs, review of first person historical documents, and walking document based questions where artifacts are on display in front of them or right in their hands.

The Curtiss music program is a combination of yearly general music instruction, instrumental instruction, and performance. Students don't simply learn about music they complete units of study in the recorder, the keyboard, and the guitar. Instrumental lessons begin in 4th grade and concerts occur throughout the year for our choruses and bands.

Goal setting is an important component of the physical education program. Students set fitness goals and are measured on growth and achievement over time. Skill development, team work and sportsmanship are stressed at all levels.

The Curtiss Elementary art program works toward the goal of improving a child's fine motor development, artistic talents and appreciation of the arts. Curricular connections are made through the creation of items such as Egyptian amulets or Mexican celebration masks.

Computer and library instruction focus on providing basic skills for cross curricular application. As an example, students complete a 5th grade project on biomes using research and PowerPoint. Students use both the library and computer to investigate topics relevant to grade level content and to extend learning.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The K-6 reading program is based on a systemic presentation of literacy skills and strategies that spiral over time. The program highlights quality literature, individualized instruction and rigorous benchmark assessment. The K-2 Early Literacy Program highlights the auditory and visual components from the Assured Readiness for Learning program developed in Hammondsport in the 1970's by Phil McInnis. These foundational reading skills are supplemented by the Scott Foresman READING STREET program adopted by the District four years ago. Review of student performance data four years ago showed that our students were able to decode difficult texts but comprehension of text was weak. Since then the focus has been on redefining the program K-6 by creating a detailed scope and sequence at each grade level where all critical components of reading instruction are evident. These changes resulted in higher test scores and a more well rounded ELA program overall.

The reading program at Curtiss Elementary consists of components designed to address the essential elements of a quality reading program: phonemic awareness, phonics, fluency, vocabulary development and text comprehension. A balanced literacy program with appropriate materials and strategies to meet individual needs is our focus, ensuring success and assisting us in meeting high expectations. Classrooms contain both grade level anthologies and leveled reader libraries that enable students to grow in fluency and skill development while using text that is at their independent reading level. Teachers receive ongoing training in areas such as administering and analyzing running records, small group guided reading, leveling of texts, and Readers Workshop.

All students are given rigorous benchmark assessments six times per year that follow units of instruction covering similar skills and strategies across grade levels. These assessments provide valuable student information on a timely basis allowing us to provide the appropriate interventions earlier. Struggling readers may be served by a Title I teaching assistant or reading teacher in a push in or pull out, small group or individual session until proficiency is reached.

3. **Additional Curriculum Area:**

Curtiss Elementary has developed a math program based on the New York State Standards and Core Curriculum in Mathematics. The content strands addressed within the program include: number sense and operations, geometry, measurement, statistics and probability, and algebra. The process strands modeled by the teachers through instruction are focused on problem solving, communication, connections, reasoning and proof and representation. Each grade level has developed a curriculum map that outlines content performance indicators, resources and materials, along with options for differentiation. Teachers have also worked to create common assessments for each unit of study that are cumulative and rigorous. This uniform system of assessments is evidence of high expectations for all and has led to increased achievement in all grade levels.

Teachers work as teams to plan instruction during the daily hour long math block that has been established. A combination of large group direct instruction, small group instruction, technology resources, push- in support (such as a teaching assistant, aide or special area teacher working with the classroom teacher to allow for smaller and more individualized groupings), and hands on modeling are utilized to help all students achieve success.

Based on data gathered from daily assignments, classroom observations, unit assessments, and NYS Assessments (grades 3-6), teachers regularly consult with AIS and Title I teachers to monitor student progress. Any students that are deemed at risk receive targeted intervention services immediately in the area of need. Progress reports are sent home regularly to maintain parent communication. Unit tests are sent home for parent signature to ensure that parents are aware of current levels of performance.

4. **Instructional Methods:**

The staff at Curtiss Elementary has a clear understanding that students learn in different ways. No one instructional strategy or design will allow all students to access the curriculum at a high level. Teachers are expected to utilize appropriate strategies based on student learning styles and current levels of performance.

The commitment by the District to provide staffing in support of our inclusion model provides the flexibility necessary to allow whole group, small group, or individual instruction. Classroom teachers, special education teachers, Title I teachers, and teaching assistants review student data regularly to determine if the current strategies and structures are working. Examples; at the K-2 level, a center based approach allows for differentiation of instruction with a common, rigorous, learning goal. In grades 3-6, students experience a combination of whole group instruction, small group guided practice with additional one on one assistance provided as needed. There is always a balance of rigor and best practices as teachers plan instruction for students at all levels.

Strategies such as cooperative learning, modeling, small group, and inquiry based learning have been found to be effective and are used across content areas. The development of consistent graphic organizers, a uniform language of instruction, and aligned processes (problem solving in math), allow our students to focus on the content and not on changes in expectations or materials from year to year.

The District is committed to using technology to increase instructional strategies available to teachers and enrichments/interventions available to students. Classrooms have been provided with Annotation Tablets, an Interwrite Board, LCD projector and desktop computers with internet access. Classroom sets of netbook computers allow students to take part in computer guided instruction or other research activites in all areas of the building.

5. **Professional Development:**

Professional development is the cornerstone of continuous improvement at Curtiss Elementary. Communication between all stakeholders assures that learning opportunities are relevant and timely and reflect both best practices and District goals.

Guided release time is provided on a regular basis throughout the school year to grade level teams. The focus of this release time is often a combination of new learning along with training specific to the needs of each grade level team. Teachers have the ability to request training in areas of individual need such as running records administration, assessment design, curriculum mapping, differentiation, etc. Although initial training is always provided to all staff, the ongoing nature of review and reinforcement ensures that what is being learned is being applied. Yearly summer workshops are held to provide additional reinforcement to current initiatives as well as present new instructional strategies.

As a component of the yearly Professional Development Plan, teachers have the option of completing a project that relates in some way to the current building or District goals. Teams of teachers may also work together if the project selected involves a larger scope such as a curriculum review, book study, or assessment creation. These projects are monitored throughout the year through conversations between the teacher and the principal. All projects must have some positive impact on student learning.

In addition to internal learning opportunities, teams of teachers are sent yearly to the New York State Reading Association Conference, New York State Middle School Association Conference, and the Annual Spring Conference for Special Education. These teams bring back and report on what they learned as well as provide the rest of the staff with activities and ideas that are pertinent to our district and building goals.

6. **School Leadership:**

As a small District with a small administrative team, distributing leadership throughout the building is important at Curtiss Elementary. However, it is critical that the Principal is seen as the instructional leader and engages the staff regularly in dialogue about student learning.

The Curtiss Elementary principal recently completed the Twin Tiers Principal Coalition in which she engaged in a three year learning process meant to provide strategies for maintaining the instructional leadership role as a building administrator. She worked closely with other area principals as she developed an understanding of building leadership and its impact on student achievement. Building leadership is demonstrated through her attendance at weekly grade level team meetings, monthly multi grade level meetings, and building level committee meetings in the areas of ELA, math, management, and Response to Intervention. She is also a member of the Student Intervention team that meets regularly to discuss any student concerns and recommend program and instructional changes.

Ongoing communication with parents is maintained through monthly attendance at the Parent Teacher Organization meetings, a monthly article in the Laker Lines, website updates, and monthly meetings of the Curtiss Parent Advisory group. A presentation is also given to the Board of Education at each meeting in which current student performance data is reported as it relates to the goals of Curtiss Elementary and the Comprehensive District Educational Plan.

Leadership is distributed through Curtiss Elementary as staff coordinates a variety of necessary activities and events. The yearly Reading Incentive program is led by a committee of K-6 staff. Other staff volunteers to coordinate special event activities such as Veterans Day programs, the Halloween parade, Career Day, Perfect Attendance awards, and Lunch with the Principal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New York State Grade 3 Mathematics

Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Level 3 and Level 4	100	98	98	93	
% Level 4	29	17	10	28	
Number of students tested	38	42	49	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	100	94	100	100	
% Level 4	29	17	9	29	
Number of students tested	17	18	22	17	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4		100	80	60	
% Level 4		14	20	20	
Number of students tested	3	7	5	5	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess third graders in Mathematics until 2005-2006, Therefore, only four years of data are available.

Subject: Reading Grade: 3 Test: New York State Grade 3 English Language Arts

Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Level 3 and Level 4	82	72	69	73	
% Level 4	15	21	14	13	
Number of students tested	39	43	49	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	89	83	50	65	
% Level 4	11	22	5	6	
Number of students tested	18	18	17	17	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4		33	33	20	
% Level 4		0	0	0	
Number of students tested	4	6	5	5	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess third graders in ELA until 2005-2006, therefore only four years of data are available.

Subject: Mathematics Grade: 4 Test: New York State Grade 4 Mathematics
Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Level 3 and Level 4	88	91	92	89	89
% Level 4	12	13	31	15	29
Number of students tested	43	46	36	46	38
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	84	88	94	79	88
% Level 4	5	13	35	0	29
Number of students tested	19	24	17	14	17
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4	75	33			57
% Level 4	0	0			0
Number of students tested	8	6	2	1	7
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: New York State Grade 4 English Language Arts
Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Feb
SCHOOL SCORES					
% Level 3 and Level 4	72	68	81	72	56
% Level 4	5	9	11	2	16
Number of students tested	43	47	36	46	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	63	58	82	57	41
% Level 4	0	4	12	0	12
Number of students tested	19	24	17	14	17
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4	38	40			0
% Level 4	0	0			0
Number of students tested	8	5	2	1	7
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: New York State Grade 5 Mathematics
Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Level 3 and Level 4	98	95	87	78	
% Level 4	44	38	21	25	
Number of students tested	45	37	47	36	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	94	95	81	75	
% Level 4	28	29	19	25	
Number of students tested	18	21	16	12	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4	80			50	
% Level 4	0			0	
Number of students tested	5	4	0	6	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess fifth graders in Mathematics until 2005-2006, therefore only four years of data are available.

Subject: Reading Grade: 5 Test: New York State Grade 5 English Language Arts

Edition/Publication Year: 2001-1009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Level 3 and Level 4	89	82	83	59	
% Level 4	27	5	4	11	
Number of students tested	45	39	46	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	78	77	87	33	
% Level 4	22	5	0	8	
Number of students tested	18	22	15	12	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4	40			17	
% Level 4	0			0	
Number of students tested	5	4	0	6	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess fifth graders in ELA until 2005-2006, therefore, only four years of data are available.

Subject: Mathematics Grade: 6 Test: New York State Grade 6 Mathematics
Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Level 3 and Level 4	94	80	81	76	
% Level 4	31	14	25	13	
Number of students tested	35	49	32	46	
Percent of total students tested	100	99	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	95	76	70	63	
% Level 4	15	19	10	16	
Number of students tested	20	21	10	19	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested	3	0	4	2	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess Sixth graders in Mathematics until 2005-2006, therefore only four years of data are available

Subject: Reading Grade: 6 Test: New York State Grade 6 English Language Arts

Edition/Publication Year: 2001-2009 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Level 3 and Level 4	89	86	63	67	
% Level 4	9	6	9	10	
Number of students tested	35	49	32	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Level 3 and Level 4	85	76	50	55	
% Level 4	5	0	20	5	
Number of students tested	20	21	10	20	
2. African American Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
4. Special Education Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested	3	0	4	3	
5. Limited English Proficient Students					
% Level 3 and Level 4					
% Level 4					
Number of students tested					
6. Largest Other Subgroup					
% Level 3 and Level 4					
% Level 4					
Number of students tested					

Notes:
New York State did not assess sixth graders in ELA until 2005-2006, therefore only four years of data are available